

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** Hyatt Park Elementary

**District:** Richland District One

**Principal:** Elizabeth R. Eason

**Superintendent:** Dr. Percy A. Mack

## FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation Rationale

In an effort to significantly increase student achievement, there is a renewed commitment to maintaining a laser-like focus on learning. Our school's tag line "The place where learning is the focus," is being put into action through proactive and focused practices designed to ensure successful learning for all students. Hyatt Park Elementary serves approximately 550 students in classes from four-year-old Pre-K through Grade 5. A profile of the school that includes population diversity and subsidized meals status is as follows:

SCHOOL PROFILE	
<b>STUDENTS</b>	
First graders attending full day kindergarten	94%
Retention Rate	3%
Attendance Rate	97%
Eligible for gifted and talented	3%
Disabilities other than Speech	6%
Percent Receiving Subsidized Meals	92%
Ethnicity	
African American	97%
Hispanic	1%
White	1%
Other	1%
<b>TEACHERS</b>	
Advanced Degrees	64.6%
Emergency/Provisional Certificates	0%
Percent Highly Qualified	100%
Percent Returning	87%
Attendance Rate	95%
<b>SCHOOL</b>	
Principal's Years at School	3
Student-Teacher Ratio	17:1
Prime Instructional Time	89%
SACS Accreditation	Yes

**Student performance on PACT from 2005-2007 is as follows:**

**2005-2007 PACT – PERCENTAGE SCORING BASIC AND ABOVE**

	ELA				MATHEMATICS				SCIENCE				SOCIAL STUDIES			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
<b>GRADE 3</b>	45	63	60	73	39	35	51	48	12	21	42	30	21	34	59	59
<b>GRADE 4</b>	53	54	58	57	59	43	58	61	31	15	18	45	45	31	44	51
<b>GRADE 5</b>	54	61	56	55	49	64	52	67	23	29	37	31	26	26	17	37

An examination 2008 PACT data reveals growth and improvement in ELA-at grade three with a significant increase in student performance when comparing progress over the past three years. Fourth grade has shown consistent improvement in mathematics, science and social studies. Fifth grade showed mixed results with gains in three of four areas over the three-year period and gains in one area when comparing 2006-2007 results. Increasing the number of students scoring basic and above in ELA and mathematics at all grade levels will remain a critical area of focus. While results show gains in science and social studies at grade four, significant gains are still necessary in order to perform at levels comparable to district and state averages. The student achievement goals selected for the 2008-09 Focused School Renewal Plan are designed to increase student achievement in English/language arts, mathematics and social studies. Particular emphasis will be given to the following:

- Increasing the number of students scoring proficient in ELA at grades 3 and 4
- Addressing stagnate achievement in ELA at grade 5
- Addressing the decline in mathematics achievement at grades 3 and 4
- Addressing the decline in science achievement at grades 3 and 5

Results of discussions and feedback from teachers and staff continue to indicate a strong desire to work in collaborative teams in order to increase efficiency and effectiveness in addressing the needs of all learners. To support the work and address the needs of collaborative teams, two (2) leadership team structures were established to relay information, foster communication, and increase collaboration during the FSRP planning process.

The first leadership team structure, the instructional leadership team, was comprised of the principal, assistant principal, curriculum resource teacher, district instruction facilitator, math coach, science coach and ERTL. This team met weekly to review and analyze data; assess progress and processes needed to meet goals and expectations for progress; and to prepare recommendations to be submitted to the school leadership team, grade level teams, and/or vertical teams. The second leadership team structure, the school leadership team, was comprised of team and department leaders. The school leadership team met bi-weekly to respond to instructional leadership team recommendations; to problem-solve; and to clarify issues related to instruction, assessment, and student learning. Additionally, feedback and input were received from third, fourth and fifth grade teachers during grade-level (third grade) and vertical teaming (fourth-fifth grade) work sessions. Teachers provided input based on needs that were determined as they reflected on their instructional practice, analyzed student performance data, and assessed the effectiveness of programs and services provided to them and their students.

The goals selected for the 2008-09 Focused School Renewal Plan will enable Hyatt Park Elementary to meet expected progress. Each goal selected for the FSRP is designed to increase student achievement in ELA, mathematics and science. The strategies identified for each goal are designed to ensure successful implementation and achievement of selected goals. Consequently, the overall goal to significantly increase the number of students scoring basic, proficient and advanced on 2009 PACT will be met by focusing efforts and giving specific attention to the following areas:

- Improving students' writing performance; integrating writing across the curriculum
- Providing on-going and sustained professional development to increase teachers' content knowledge and improve instructional practice in mathematics and science
- Increasing the level and quality of intervention and academic support services designed to improve reading comprehension
- Increasing students' abilities to effectively use problem-solving and process skills in mathematics and science

# School Timeline

Month	Indicator(s) of Implementation
May - June	Review Focused School Renewal Plan, discuss plans for establishing target groups, identify supplies and materials to order, identify and plan summer PD/training sessions
July 2008	Conduct summer planning, review grouping of students, finalize school-wide writing topics, order supplies and materials, develop professional development calendar, conduct work/planning sessions with members of instructional leadership team
August 2008	Administer pre-tests to establish baseline data, present plan to teachers and staff, provide ongoing professional development, conduct CWT's, identify target groups, begin SuccessMaker (IPM) sessions, conduct work/planning sessions with members of instructional leadership team, school leadership team, grade level teams and vertical teams
September 2008	MAP Testing Administration, Develop common assessments, provide ongoing professional development(Vertical Team topics will include The S.C.Writing Rubric, Gold Standards for Writing and Analyzing Writing Samples , conduct classroom observations, provide targeted small group instruction, conduct SuccessMaker actual sessions, begin Vertical Team meetings, begin biweekly Learning Focus Sessions (and Extended as needed), Math Coach and Science Instructor begin instructional planning and data review (biweekly), Instructional Leadership Team continue planning, provide ongoing science inquiry lessons, activities and labs, school-wide writing activity, administer Science Pre-Test
October 2008	Disaggregate MAP data/student performance results, provide ongoing professional development (Vertical Team topics will include Small Group Instruction, Data Analysis, Analysis of Sample Writings), conduct classroom observations, continue SuccessMaker sessions, conduct bi-weekly Learning Focus Sessions (and Extended as needed), conduct Instructional Leadership Team planning session, Math and Science Coach continue instructional planning and data review (biweekly), small group intervention, continue ongoing science inquiry lessons, activities and labs, plan and implement Math and Science Night/Day, school-wide writing activity, Professional Dev. on math indicators and instructional delivery
November 2008	Create and administer common assessments, provide ongoing professional development(Vertical Team topics will include Differentiated Instruction, High Yield Strategies, and Data Analysis, Scoring Writing with the new Rubric and Matrix), continue classroom observations, SuccessMaker sessions, continue biweekly Learning Focus Sessions (and Extended as needed), Math Coach and Science Instructor continue instructional planning and data review (biweekly), continue Instructional Leadership Team planning, small group intervention, continue ongoing science inquiry lessons, activities and labs, plan and implement Literacy Day, and school-wide writing activity
December 2008	Create and administer common assessments, provide ongoing professional development(Vertical Team topics will include Data Analysis, Strategies for editing, Common Assessments Feedback, Collaborative Planning and Teacher Self-Assessment),consultant visits, continue classroom observations, SuccessMaker sessions, small group intervention, , continue biweekly Learning Focus Sessions (and Extended as needed), Math Coach and Science Instructor continue instructional planning and data review (biweekly), continue Instructional Leadership Team planning, , continue ongoing science inquiry lessons, activities and labs, and school-wide writing activity, Professional Dev. on math indicators and instructional delivery
January 2009	MAP Testing Administration, provide ongoing professional development(Vertical Team topics will include Data Analysis, Writing Analysis, Collaborative Planning, and Common Assessments), continue classroom observations, SuccessMaker sessions, small group intervention, continue biweekly Learning Focus Sessions (and Extended as needed), Math Coach and Science Instructor continue instructional planning and data review (biweekly), continue Instructional Leadership Team planning, continue ongoing science inquiry lessons, activities and labs, Science Inquiry activities, and school-wide writing activity, Professional Dev. for writing strategies in the content areas
February 2009	Disaggregate MAP data/student performance results, conduct Science post test for students in grades 3-5 to collect post test data, provide ongoing professional development(Vertical Team topics will include Writing Traits, Editing& Revising, Analyzing Data, Reaching Consensus), conduct classroom observations, SuccessMaker sessions, small group intervention, continue biweekly Learning Focus Sessions (and Extended as needed), Math Coach and Science Instructor continue instructional planning and data review (biweekly), continue Instructional Leadership Team planning, continue ongoing science inquiry lessons, activities and labs, and school-wide writing activity, Professional Dev. on math indicators and instructional delivery
March 2009	MAP Testing Administration, Administer PASS Writing, provide ongoing professional development(Vertical Team topics will include Data Analysis, Writing Resources, Planning for Small Groups, Reflection of Teacher Practices), classroom observations, SuccessMaker sessions, small group intervention, continue biweekly Learning Focus Sessions (and Extended as needed), Math Coach and Science Instructor continue instructional planning and data review (biweekly), continue Instructional Leadership Team planning, ongoing science inquiry lessons, activities and labs, and school-wide writing activity
April 2009	Administer common assessments, provide ongoing professional development(Vertical Team topics will include Incorporating Technology, Teacher Reflections, and Completion of Reflection Journals with Student Samples), classroom observations, SuccessMaker sessions, small group intervention, continue biweekly Learning Focus Sessions (and Extended as needed), Math Coach and Science Instructor continue instructional planning and data review (biweekly), Instructional Leadership Team continue planning, continue ongoing science inquiry lessons, activities and labs, and school-wide writing activity, Professional Dev. on math indicators and instructional delivery
May 2009	Administer PASS, provide ongoing professional development, classroom observations, SuccessMaker sessions, small group intervention, continue AR reading and testing, continue biweekly Learning Focus Sessions (and Extended as needed), Math Coach and Science Instructor continue instructional planning and data review (biweekly), Instructional Leadership Team continue planning, continue ongoing science inquiry lessons, activities and labs, and school-wide writing activity

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:** By April 1, 2009, 65% of students in grades 3-5 (collectively) will attain a RIT score on MAP comparable to basic as measured by the spring 2009 MAP reading assessment. The desired RIT band scores are as follows:

Grade 3 – 181

Grade 4 – 193

Grade 5 - 200

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>1. To provide small group instruction and academic interventions to improve reading comprehension skills.</b>	<b>Grade 3-5 Teachers, Interventionists, Literacy Coach, CRT, Asst. Principal, Principal</b>	<b>August 2008</b>	<ul style="list-style-type: none"> <li>• Students in grades 3-5 requiring intervention and support will receive small group reading instruction for a minimum of 60 minutes weekly.</li> <li>• The principal, assistant principal, literacy coach and CRT will be responsible for collecting and maintaining documentation of classroom observations and lesson plan reviews. Contact: Principal</li> <li>• Classroom teachers, literacy coach and interventionists (A. Kempson, R. Cromartie, Q. Sumpter, A. Cooper) will be responsible for documenting small group instruction and intervention services.</li> <li>• Contact Person: A.Cooper</li> </ul>
<b>2. Provide additional instruction in reading using SuccessMaker Enterprise for a minimum of 50 minutes weekly to improve reading comprehension.</b>	<b>Grade 3-5 Teachers, Interventionists, Lab Manager, CRT, Administration</b>	<b>August 2008</b>	<ul style="list-style-type: none"> <li>• Student progress/performance data will be collected by the SuccessMaker lab manager (J. Henderson).</li> <li>• Student performance data will be analyzed and reviewed by teachers during grade level meetings and collaborative planning sessions. Grade level teams, team leaders, the CRT (P. Perkins) and interventionist (A. Cooper) will be responsible for documenting and maintaining results of meetings and planning sessions. Contact Person: A. Cooper</li> </ul>

<b>3. All students in grades 3 through 5 will read independently for a minimum of twenty minutes each day.</b>	<b>Grade 3-5 Teachers, Interventionists, CRT, Asst. Principal, Principal</b>	<b>August 2008</b>	<ul style="list-style-type: none"> <li>• <b>Reading logs, classroom observations and lesson plan reviews will provide evidence of independent reading. The principal, assistant principal, and CRT will be responsible for collecting and maintaining documentation of classroom observations and lesson plan reviews.</b></li> <li>• <b>MAP RIT and Lexile scores will be analyzed by grade level teams. CRT (P.Perkins) will be responsible for supporting teacher in interpreting and using MAP data.</b></li> </ul>
<b>4. Teachers will integrate writing throughout the curriculum.</b>	<b>Grade 3-5 Teachers, Team Leaders, Interventionist</b>	<b>September 2008</b>	<ul style="list-style-type: none"> <li>• <b>Two student writing samples (narrative , descriptive or expository), will be scored each nine week marking period. Writing topics will address math, science and/or social studies indicators. Interventionist (A. Cooper) and classroom teachers will develop a system for collecting, scoring and maintaining writing samples.</b></li> <li>• <b>Students will participate in the school-wide writing projects each month . Interventionist (A. Cooper) will facilitate school-wide writing activities.</b></li> <li>• <b>Student strengths and weaknesses in writing will be analyzed by classroom teachers. Strategies for improvement will be shared during grade level and/or vertical team meetings. Grade level teams will be responsible for documenting and maintaining results of meetings and planning sessions.</b></li> </ul>

<b>5. Provide professional development designed to support content area teachers in effectively integrating writing across the curriculum.</b>	<b>Grade3-5 Teachers, CRT, Interventionist</b>	<b>October 2008</b>	<ul style="list-style-type: none"> <li>Teachers will receive on-going continuous professional development on the following topics:               <ol style="list-style-type: none"> <li>Effectively Implementing Writing Into Content Areas</li> <li>Using the State Writing Rubric to Teach and Score Writing</li> <li>Understanding the English/Language Arts Academic Indicators through the Revised Bloom Taxonomy</li> </ol> </li> <li>To indicate effectiveness of the professional development, participants will document how strategies shared will be utilized in the classroom:               <ol style="list-style-type: none"> <li>Sign-in sheets will be used to document teacher participation.</li> <li>Teacher self-assessments and responses to reflective questions will be used to assess effectiveness of professional development and support.</li> </ol> </li> <li>The CRT (Perkins) and interventionist (A. Cooper) will be responsible for coordinating and documenting professional development sessions. Contact Person: P. Perkins</li> </ul>
<b>6. Conduct fall and spring administration of MAP</b>	<b>Grade 3-5 Teachers, MAP Proctors, CRT, Interventionist Asst. Principal</b>	<b>September 2008</b>	<ul style="list-style-type: none"> <li>CRT will coordinate MAP training sessions, maintain agendas, meeting notes and sign-in sheets</li> <li>CRT will develop and monitor the schedule of activities during MAP administration</li> <li>CRT will be responsible for coordinating and documenting professional development sessions to support MAP administration</li> </ul>
<b>7. Conduct MAP data analysis sessions to disaggregate and interpret student performance data</b>	<b>Grade 3-5 Teachers, MAP Proctors, CRT, Interventionist Asst. Principal</b>	<b>October 2008</b>	<ul style="list-style-type: none"> <li>CRT will be responsible for facilitating data analysis sessions to disaggregate MAP data</li> <li>CRT will be responsible for developing and/or maintaining agendas, notes and sign-in sheets from data analysis sessions</li> </ul>
<b>8. Conduct professional development sessions to support teachers in utilizing MAP data and increasing MAP results.</b>	<b>Grade 3-5 Teachers, MAP Proctors, CRT, Interventionist Asst. Principal</b>	<b>October 2008</b>	<ul style="list-style-type: none"> <li>CRT will be responsible for coordinating and facilitating professional development designed to support teachers in utilizing MAP data and increasing results.</li> <li>CRT will be responsible for maintaining meeting notes, agendas and sign-in sheets from MAP professional development sessions.</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:** By April 1, 2009, 65% of students in grades 3-5 (collectively) will attain a RIT score on MAP comparable to basic as measured by spring 2009 MAP mathematics assessment. The desired RIT band scores are as follows:

Grade 3 – 193

Grade 4 – 202

Grade 5 – 209

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>1. Implement instruction in mathematical thinking processes and strategies.</b>	<b>Grade 3-5 Teachers, Math Coach, CRT, Asst. Principal, Principal</b>	<b>August 2008</b>	<ul style="list-style-type: none"> <li>• <b>Classroom teachers will implement instruction aligned with the Mathematics Academic Indicators and strategies from the accompanying support document during daily instruction. Student work samples, lesson plan reviews and classroom observations conducted by the CRT (Perkins), assistant principal and principal will serve as evidence.</b></li> <li>• <b>Each grade level (3-5) will meet biweekly with the math coach for instructional planning and data review; the mathematics coach (P, Dicks) will compile and collect data and results from planning and data review sessions.</b></li> <li>• <b>MAP RIT will be analyzed by grade level teams. CRT (Perkins) and mathematics coach (P. Dicks) will be responsible for supporting teachers in interpreting and using MAP data. Contact: P. Perkins</b></li> </ul>



<p><b>2. Teachers will receive on-going continuous professional development to improve the quality of mathematics instruction.</b></p>	<p><b>Grade 3-5 Teachers, Math Coach, CRT, Consultants</b></p>	<p><b>August 2008</b></p>	<ul style="list-style-type: none"> <li>• Teachers will receive on-going continuous professional development on the following topics:               <ol style="list-style-type: none"> <li>1. Understanding the Mathematic Indicators through the Revised Bloom Taxonomy</li> <li>2. Using Manipulatives to Enhance Instruction</li> <li>3. Integrating Mathematics with Other Content Areas</li> <li>4. Differentiating Mathematics Instruction</li> <li>5. Effectively Developing and Using Formative Assessments to Inform Mathematics Instruction</li> </ol> </li> <li>• To indicate effectiveness of the professional development, participants will document how strategies shared will be utilized in the classroom:               <ol style="list-style-type: none"> <li>1. Sign-in sheets will be used to document teacher participation.</li> <li>2. Teacher self-assessments and responses to reflective questions will be used to assess effectiveness of professional development and support</li> </ol> </li> <li>• The CRT (P. Perkins) and the mathematics coach (P. Dicks) will be responsible for coordinating and documenting professional development sessions. Contact: P. Perkins</li> <li>• The principal, assistant principal, literacy coach and CRT will be responsible for collecting and maintaining documentation of classroom observations and lesson plan reviews. Contact: Principal</li> </ul>
<p><b>3. Students in grades 3 through 5 will receive small group instruction as needed to increase proficiency in mathematics.</b></p>	<p><b>Grade 3-5 Teachers, Math Coach, CRT, Math Consultants, Asst. Principal, Principal</b></p>	<p><b>October 2008</b></p>	<ul style="list-style-type: none"> <li>• The mathematics coach(P. Dicks) will provide demonstrations and instructional support in using the Mathematics Academic Indicators and the support document.</li> <li>• Small group instruction and academic interventions will be provided by classroom teachers and mathematics coach.</li> <li>• The mathematics coach and classroom teachers will implement a system for identifying, serving and documenting the progress of students served during small group instruction. Contact: P. Dicks</li> </ul>

4. All students in grades 3 through 5 will receive additional instruction in problem solving strategies in a small group setting for 50 minutes weekly using Success Maker.	Lab Manager, Grade 3-5 Teachers, Math Coach, CRT, Asst. Principal, Principal	October 2008	<ul style="list-style-type: none"> <li>• The SuccessMaker Lab Manager (J. Henderson) will be responsible for collecting the data.</li> <li>• Student performance data will be analyzed and reviewed by teachers during grade level meetings and vertical teaming sessions.</li> <li>• The mathematics coach (P. Dicks) and lab manager will facilitate small group instruction based on SuccessMaker results. Contact: P. Dicks</li> <li>• The principal, assistant principal and CRT will be responsible for collecting and maintaining documentation of classroom observations and lesson plan reviews. Contact: Principal</li> <li>•</li> </ul>
5. Grade level meetings and collaborative planning sessions will be conducted review levels of implementation, expected instructional practice and examine student work.	Grade 3-5 Teachers, Math Coach, CRT, Math Consultants, Asst. Principal, Principal	September 2008	<ul style="list-style-type: none"> <li>• Grade level teams, team leaders, the CRT (P. Perkins) and mathematics coach (P.Dicks) will be responsible for documenting and maintaining results of grade level meetings and collaborative planning sessions.</li> <li>• Contact Person: P. Dicks</li> </ul>
6. Conduct fall and spring administration of MAP	Grade 3-5 Teachers, MAP Proctors, CRT, Interventionist Asst. Principal	September 2008	<ul style="list-style-type: none"> <li>• CRT will coordinate MAP training sessions, maintain agendas, meeting notes and sign-in sheets</li> <li>• CRT will develop and monitor the schedule of activities during MAP administration</li> <li>• CRT will be responsible for coordinating and documenting professional development sessions to support MAP administration</li> </ul>
7. Conduct MAP data analysis sessions to disaggregate and interpret student performance data	Grade 3-5 Teachers, MAP Proctors, CRT, Interventionist Asst. Principal	October 2008	<ul style="list-style-type: none"> <li>• CRT will be responsible for facilitating data analysis sessions to disaggregate MAP data</li> <li>• CRT will be responsible for developing and/or maintaining agendas, notes and sign-in sheets from data analysis sessions</li> </ul>
8. Conduct professional development sessions to support teachers in utilizing MAP data and increasing MAP results.	Grade 3-5 Teachers, MAP Proctors, CRT, Interventionist Asst. Principal	October 2008	<ul style="list-style-type: none"> <li>• CRT will be responsible for coordinating and facilitating professional development designed to support teachers in utilizing MAP data and increasing results.</li> <li>• CRT will be responsible for maintaining meeting notes, agendas and sign-in sheets from MAP professional development sessions</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:** By April 1, 2009, 60% of students in grades 3-5 will show an increase of 30% from fall science pretest to spring science posttest.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>1. To enhance instruction in the process of scientific inquiry.</b>	<b>Teachers, science coach, CRT, administration</b>	<b>August 2008</b>	<b>To enhance instruction on the process of scientific inquiry:</b> <ul style="list-style-type: none"> <li>• All classroom teachers will effectively integrate scientific inquiry skills identified in the Science Academic Indicators.</li> <li>• Each grade level (3-5) will meet biweekly with the science coach (G. White) for instructional planning and data review.</li> <li>• The science coach (G. White) and grade level teams will be responsible for collecting, sharing and maintaining results of planning and data analysis sessions.</li> <li>• Weekly classroom observations and lesson plan reviews will demonstrate integration of Science indicators into the curriculum.</li> <li>• The principal, assistant principal, and CRT will be responsible for collecting documentation using classroom walk-through observations and lesson plan reviews.</li> <li>• Contact Person: G. White</li> </ul>

<p><b>2. Increase content area teachers' abilities to effectively integrate the scientific inquiry process into the curriculum.</b></p>	<p><b>Teachers, science coach, CRT,</b></p>	<p><b>August 2008</b></p>	<p><b>In order to enhance instruction on the scientific inquiry process, teachers will receive on-going continuous professional development on the following topics:</b></p> <ol style="list-style-type: none"> <li><b>1. Understanding the Science Academic Indicators through the Revised Bloom Taxonomy</b></li> <li><b>2. Using Kit-Based Instruction to Enhance Scientific Inquiry</b></li> <li><b>3. Using Writing Notebooks to Enhance Instruction in Scientific Inquiry</b></li> <li><b>4. Differentiating Science Process Instruction to Meet Learner Needs</b></li> <li><b>5. Effectively Using Formative Assessment to Inform Instruction on the Scientific Inquiry Process</b></li> </ol> <ul style="list-style-type: none"> <li><b>• To indicate effectiveness of the professional development, participants will document how strategies shared will be utilized in the classroom.</b></li> <li><b>• A sign-in sheet will be used to document participation.</b></li> <li><b>• The CRT (Perkins) and science coach (G. White) will be responsible for coordinating and documenting professional development sessions.</b></li> <li><b>• Contact Person: G. White</b></li> </ul> <p><b>Weekly classroom observations and lesson plan review will demonstrate the effective integration of the inquiry process into science:</b></p> <ul style="list-style-type: none"> <li><b>• The principal, assistant principal, and CRT will be responsible for collecting documentation using classroom walk-through observations and lesson plan reviews. Contact: Principal</b></li> </ul>
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<b>3. To enhance the skill of scientific inquiry.</b>	<b>Grade 3-5 Teachers, Science Coach, CRT, Consultants, Asst. Principal, Principal</b>	<b>September 2008</b>	<p><b>All students in grades K through 5 will receive appropriate instruction using the new Academic Indicators in Science to improve science inquiry skills:</b></p> <ul style="list-style-type: none"> <li>• All teachers will fully implement the new Science curriculum utilizing the new Academic Indicators and support documents in Science.</li> <li>• All teachers of science will use kit-based instruction to help fully implement Academic Indicators. Contact: G. White</li> <li>• The principal, assistant principal, and CRT will be responsible for collecting documentation using classroom walk-through observations and lesson plan reviews. Contact: Principal</li> </ul>
<b>4. Grade level meetings and collaborative planning sessions will be conducted to review levels of implementation, expected instructional practice and examine student work.</b>	<b>Grade 3-5 Teachers, Science Coach, CRT, Consultants, Asst. Principal, Principal</b>	<b>October 2008</b>	<ul style="list-style-type: none"> <li>• Grade level teams, team leaders, the CRT (P. Perkins) and science coach (G. White) will be responsible for documenting and maintaining results of grade level meetings and collaborative planning sessions.</li> <li>• Contact Person: G. White</li> </ul>
<b>5. Conduct data analysis sessions to disaggregate and interpret student performance on science assessments.</b>	<b>Grade 3-5 Teachers, Science Coach, CRT, Consultants, Asst. Principal, Principal</b>	<b>October 2008</b>	<ul style="list-style-type: none"> <li>• CRT (P. Perkins) and science coach (G. White) will be responsible for coordinating data analysis sessions, providing sign-in sheets and agendas and maintaining documentation.</li> <li>• Contact Person: G. White</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 1:** By April 1, 2009, the principal of Hyatt Park Elementary School will ensure implementation of effective instructional practices in ELA as measured by 65% of students in grades 3-5 (collectively) attaining a RIT score on MAP comparable to basic by the spring 2009 MAP administration. The desired RIT band scores are as follows:

Grade 3 – 181

Grade 4 – 193

Grade 5 - 200

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide professional development and training sessions designed to assist teachers in effectively implementing small group instruction, reading intervention strategies, independent reading, and writing.	Principal Assistant Principal CRT ERTL	August 2008	Professional development (PD) and training sessions will equip teachers with necessary background, content, resources and strategies for addressing students' learning needs. The CRT (P.Perkins) and interventionist (A. Cooper) will be responsible for collecting and maintaining documentation and feedback from professional development sessions.
2. Conduct classroom observations as a means of monitoring and assessing implementation of small group instruction, independent reading and writing.	Principal Assistant Principal CRT	September 2008	The review and analysis of observation data will assist the principal in determining the effectiveness of PD sessions and in determining if expected practices are being implemented on a consistent basis. The principal, assistant principal and CRT will collect and review observation data on a weekly basis. The assistant principal (T. Cooper) will facilitate system for maintaining documentation of observations.
3. Provide training and information to support instructional leadership team in establishing effective communication and support structures, facilitating improved instructional practice in ELA and in establishing and maintaining positive relationships.	Principal Assistant Principal ERTL	September 2008	Training, information and resources will be used to support and increase the capacity of instructional leadership team members as they work to support/ address the needs of ELA teachers and instructional staff, enhance communication and foster positive relationships. Principal and assistant principal will maintain artifacts and log training sessions.
4. Utilize weekly, monthly and quarterly reports and student performance data (i.e., MAP, SuccessMaker, student work samples, progress reports/updates) to monitor students' progress towards meeting the FSRP ELA student achievement goal.	Principal Assistant Principal CRT Literacy Coach Interventionists	October 2008	Information and data used to report student progress and performance will be used to guide decisions related to academic assistance and/or resources needed for students. Instructional support staff (i.e., coaches, CRT, interventionists) will assist and provide support in collecting and analyzing and maintaining documentation and student performance data. The assistant principal will maintain documentation to support use of student performance reports.

<b>5. Conduct conferences with teachers and instructional support staff as well as meetings with grade level teams to discuss and assess progress being made toward meeting the FSRP ELA student achievement goal.</b>	<b>Principal Assistant Principal ERTL</b>	<b>October 2008</b>	<b>Conferences and grade level meetings will be used to support the principal in further determining the extent to which instructional and assessment practices are being effectively implemented. The principal will be responsible for maintaining documentation of conferences, meetings and discussion sessions.</b>
<b>6. Conduct focus sessions with instructional leadership team to determine needs and to assess progress being made towards meeting FSRP goals.</b>	<b>Principal Assistant Principal ERTL</b>	<b>November 2008</b>	<b>Focus sessions will be used to monitor on-going progress and effectiveness of instructional leadership team members as they work to provide service and support to ELA teachers and work to support each other. The assistant principal will maintain artifacts and log focus sessions.</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
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**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 2:** By April 1, 2009, the principal of Hyatt Park Elementary School will ensure implementation of effective instructional practices in mathematics as measured by 60% of students in grades 3-5 (collectively) attaining a RIT score on MAP comparable to basic by the spring 2009 MAP administration. Desired RIT band scores for grades 3-5 are as follows:

Grade 3 – 193

Grade 4 – 202

Grade 5 - 209

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>1. Provide professional development and training sessions designed to assist teachers the delivery of mathematics instruction that promotes students' proficiency in mathematics.</b>	<b>Principal Assistant Principal ERTL</b>	<b>August 2008</b>	<b>Professional development (PD) and training sessions will equip teachers with necessary background, content, resources and strategies for addressing students' learning needs. The CRT (P.Perkins) and mathematics coach (P. Dicks) will be responsible for collecting and maintaining documentation and feedback from professional development sessions</b>
<b>2. Conduct classroom observations as a means of monitoring and assessing implementation of small group instruction.</b>	<b>Principal Assistant Principal ERTL</b>	<b>September 2008</b>	<b>The review and analysis of observation data will assist the principal in determining the effectiveness of PD sessions and in determining if expected practices are being implemented on a consistent basis. The principal, assistant principal and CRT will collect and review observation data on a weekly basis. The assistant principal (T. Cooper) will facilitate system for maintaining documentation of observations.</b>
<b>3. Provide training and information to support instructional leadership team in establishing effective communication and support structures, facilitating improved instructional practice in mathematics and in establishing and maintaining positive relationships</b>	<b>Principal Assistant Principal ERTL</b>	<b>September 2008</b>	<b>Training, information and resources will be used to support and increase the capacity of instructional leadership team members as they work to support/ address the needs of mathematics teachers and instructional staff, enhance communication and foster positive relationships. Principal and assistant principal will maintain artifacts and log training sessions.</b>
<b>4. Pose reflective questions and solicit reflective feedback from instructional leadership team members regarding their progress and needs.</b>	<b>Principal Assistant Principal ERTL</b>	<b>October 2008</b>	<b>Reflective questioning and feedback will be used to gain insight regarding the effectiveness of the training, resources and support provided for members of the Instructional Leadership Team. Principal, assistant principal, and ERTL will implement system for recording questions and feedback.</b>



<b>5. Utilize weekly, monthly and quarterly reports and student performance data (i.e., MAP, SuccessMaker, student work samples, progress reports/updates) to monitor students' progress towards meeting the FSRP mathematics student achievement goal.</b>	<b>Principal Assistant Principal CRT DIF Math Coach Science Coach</b>	<b>October 2008</b>	<b>Information and data used to report student progress and performance will be used to guide decisions related to academic assistance and/or resources needed for students. Instructional support staff (i.e., coaches, CRT, interventionists) will assist and provide support in collecting and analyzing and maintaining documentation of student performance in mathematics. The assistant principal will maintain documentation to support use of student performance reports.</b>
<b>6. Conduct conferences with teachers and instructional support staff as well as meetings with grade level teams to discuss and assess progress being made toward meeting the FSRP mathematics student achievement goal.</b>	<b>Principal Assistant Principal ERTL</b>	<b>October 2008</b>	<b>Conferences and grade level meetings will be used to support the principal in further determining the extent to which instructional and assessment practices are being effectively implemented. The principal will be responsible for maintaining documentation of conferences, meetings and discussion sessions.</b>
<b>7. Conduct focus sessions with instructional leadership team to determine needs and to assess progress being made towards meeting FSRP goals.</b>	<b>Principal Assistant Principal ERTL</b>	<b>November 2008</b>	<b>Focus sessions will be used to monitor on-going progress and effectiveness of instructional leadership team members as they work to provide service and support to mathematics teachers and work to support each other. The assistant principal will maintain artifacts and log focus sessions.</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 1:** By April 1, 2009, 60% of targeted students (priority one and two students) in Math will score an increase of .6 above initial placement or reach the highest course level with acceptable performance ( 8.91/8.95 in math) as measured by SuccessMaker.

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district administration will identify the target populations to be served in grades 3-8. Priority one and two students will be identified as determined by current performance on PACT.	Research & Evaluation	August 08	Students will be identified based upon district criteria to ensure that the targeted students will be served. Documentation: Priority Rosters for Reading and Math Responsible: (Research and Evaluation)
2. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on acceptable performance.	Executive Director	August 08	To ensure that a joint review (district and Site) occurs and that appropriate interventions are noted and discussed. In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. Executive Directors will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Monthly Successmaker Cumulative Gains Reports Meeting Agendas Person Responsible: Successmaker Consultant
3. Targeted students will receive one hour of instruction via the “SuccessMaker” program per week in the targeted area.	Executive Director Successmaker District Consultant	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Documentation: : Monthly Successmaker Cumulative Gains Reports Person Responsible: (Successmaker Consultant) will provide feedback to sites in accordance with the developed timeline.
4. Professional development will be provided to schools to assist teachers in using the individualized performance and learning levels and to make modifications to classroom instruction and assign intervention	Successmaker District Consultant	August 08	Professional development will enable staff to continue to build the capacity to use and interpret data relating to student performance. Documentation: Professional Development Schedules Sign in Rosters Person Responsible (Successmaker District Consultant)
5. Progress reports will be reviewed each month in cluster	Executive Director		In order for students to meet expected progress it is recommended that a

principal meetings to ensure that site administrators are focused on the targeted students,		August 08	minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Meeting Agendas Person Responsible: Executive Director
6. The district will establish a reports timeline to guide the dissemination of performance reports	Successmaker Consultant	August 08	The developed timeline will allow staff to plan for the use of successmaker data as will integrate such with other data sources. Documentation: Written Timeline Person Responsible: Executive Director. (Successmaker Consultant)
7. The district will use a Student Transfer Request form to ensure that students are able to continue with their lab assignments if they transfer to another school with in the district.	Successmaker Consultant	August 08	Given the transient nature of the District's population, students will be able to continue working within the intervention structure without the loss of valuable instructional time. Documentation: Transfer form Responsible: (Successmaker Consultant)
8. The district will develop a Successmaker user's manual to assist staff with developing an understanding of the parameters that support program implementation.	Successmaker Consultant	August 08	District staff will meet to develop the implementation parameters for the implementation of Successmaker. (Consultants, and Executive Directors)

**FOCUSED SCHOOL RENEWAL PLAN**  
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**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 2:** By April 1, 2009, 60% of targeted students (priority one and two students) in Reading will score an increase of .6 above initial placement or reach the highest course level with acceptable performance (7.50 in reading, ) as measured by SuccessMaker.

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district administration will identify the target populations to be served in grades 3-8. Priority one and two students will be identified as determined by current performance on PACT.	Research & Evaluation	August 08	Students will be identified based upon district criteria to ensure that the targeted students will be served. Documentation: Priority Rosters for Reading and Math Responsible: (Research and Evaluation)
2. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on acceptable performance.	Executive Director	August 08	To ensure that a joint review (district and Site) occurs and that appropriate interventions are noted and discussed. In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. Executive Directors will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Monthly Successmaker Cumulative Gains Reports Meeting Agendas Person Responsible: Successmaker Consultant
3. Targeted students will receive one hour of instruction via the “SuccessMaker” program per week in the targeted area.	Executive Director Successmaker District Consultant	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Documentation: : Monthly Successmaker Cumulative Gains Reports Person Responsible: (Successmaker Consultant) will provide feedback to sites in accordance with the developed timeline.
4. Professional development will be provided to schools to assist teachers in using the individualized performance and learning levels and to make modifications to classroom instruction and assign intervention	Successmaker District Consultant	August 08	Professional development will enable staff to continue to build the capacity to use and interpret data relating to student performance. Documentation: Professional Development Schedules Sign in Rosters Person Responsible (Successmaker District Consultant)
5. Progress reports will be reviewed each month in cluster	Executive Director		In order for students to meet expected progress it is recommended that a

principal meetings to ensure that site administrators are focused on the targeted students,		August 08	minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Meeting Agendas Person Responsible: Executive Director
6. The district will establish a reports timeline to guide the dissemination of performance reports	Successmaker Consultant	August 08	The developed timeline will allow staff to plan for the use of successmaker data as will integrate such with other data sources. Documentation: Written Timeline Person Responsible: Executive Director. (Successmaker Consultant)
7. The district will use a Student Transfer Request form to ensure that students are able to continue with their lab assignments if they transfer to another school with in the district.	Successmaker Consultant	August 08	Given the transient nature of the District's population, students will be able to continue working within the intervention structure without the loss of valuable instructional time. Documentation: Transfer form Responsible: (Successmaker Consultant)
8. The district will develop a Successmaker user's manual to assist staff with developing an understanding of the parameters that support program implementation.	Successmaker Consultant	August 08	District staff will meet to develop the implementation parameters for the implementation of Successmaker. (Consultants, and Executive Directors)

# **FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation**

## **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

The District Benchmark Assessment System was developed as a support tool for teachers to help them gauge their student's strengths and weakness against end-of year standards. Benchmark Assessments have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable monthly feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.

"Successmaker" provides individualized, targeted instruction to help every student reach their greatest potential. At initial placement, each student is assessed to determine the right starting level. From then on, self-paced lessons avoid the frustrations of instruction that is too fast or slow. Reports can be generated at the student, classroom, school, and district levels for a picture of progress.

MAP Measures of Academic Progress- NWEA developed Measures of Academic Progress (MAP), a state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.